DOCUMENT RESUME

ED 260 134 UD 024 043

TITLE	State Education Functional Plan. A State Functional Plan Prepared in Accordance With Chapter 226, Hawaii Revised Statutes. and Adopted by the Thirteenth State Legislature on April 19, 1985, by House Concurrent Resolution No. 38 as Amended. [Revised].
INSTITUTION	Hawaii State Dept. of Education, Honolulu.
PUB DATE	May 85
NOTE	41p.; For the state plan technical reference document, see UD 024 044.
AVAILABLE FROM	Reprographic Section, Dept. of Education, P.O. Box 2360, Honolulu, HI 96804 ($3.65).
PUB TYPE	Legal/Legislative/Regulatory Materials (090)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Conservation (Environment); Cooperation; Educational Finance; *Educational Improvement; Educational Objectives; *Educational Planning; Educational Policy; Elementary Secondary Education; Employment Opportunities; Employment Potential; Equal Education; Higher Education; Individual Development; *Program Implementation; Resources; Services; Skill Development; *Statewide Planning
IDENTIFIERS	*Hawaii

ABSTRACT

Hawaii's State Education Plan charts educational directions intended to improve educational quality during the 1980s. First, introductory and background material on the plan is presented. This is followed by a section providing a framework for the plan in terms of: (1) its purposes; (2) its scope; and (3) its coordination with other state plans, notably those dealing with agriculture training and awareness, energy conservation and awareness, health education, and inservice teacher training. The third section details the objectives, policies, concerns, and implementing actions of the plan. The four parts of this section are: (1) "Personal Skills and Knowledge," which discusses acquiring basic skills and enhancing personal development; (2) "Employability and the Economy," which addresses ways of assisting the disadvantaged to meet job qualifications, allocating resources to high employment growth areas, and recognizing major sources of income in Hawaii's economy; (3) "Social and Natural Resources," which addresses stimulating responsible participation in government, understanding Hawaii's cultural heritage, the state's capacity to accommodate population, and conserving natural resources and energy; and (4) "Educational Support Services," which details ways of emphasizing quality educational programs, ensuring that educational services and facilities are provided, ensuring public safety and protection of life and property, and providing equal employment opportunities. (RDN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

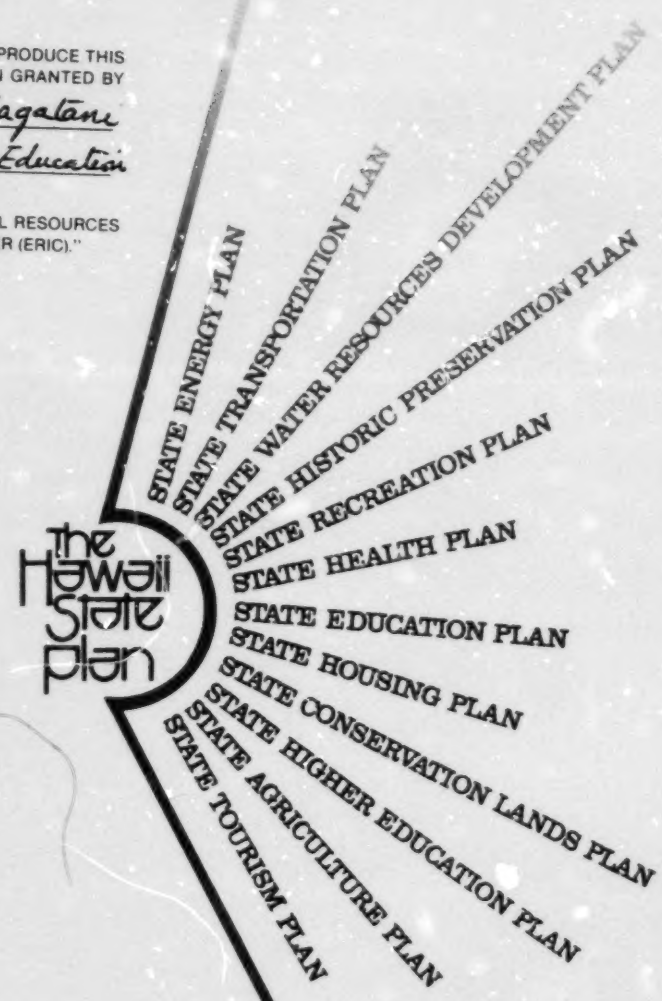
ED260134

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Stafford Nagatani
HI Dept. of Education
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."



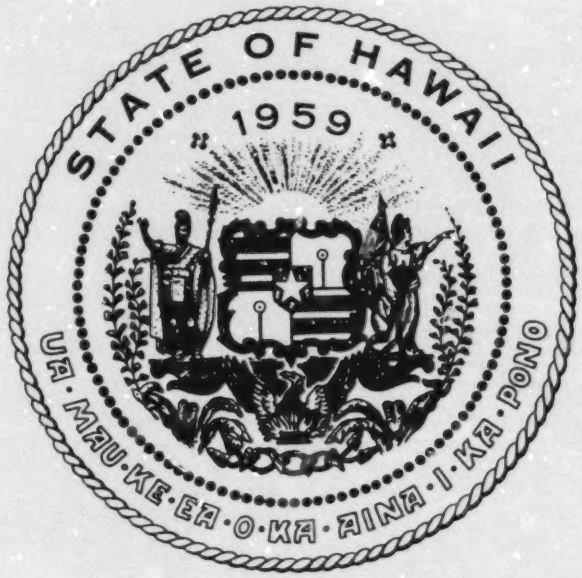
STATE EDUCATION FUNCTIONAL PLAN

DEPARTMENT OF EDUCATION

UD024043

STATE EDUCATION FUNCTIONAL PLAN

A STATE FUNCTIONAL PLAN PREPARED IN ACCORDANCE
WITH CHAPTER 226, HAWAII REVISED STATUTES
AND ADOPTED BY THE THIRTEENTH STATE LEGISLATURE
ON APRIL 19, 1985, BY HOUSE CONCURRENT RESOLUTION NO. 38
AS AMENDED



PREPARED BY THE

DEPARTMENT OF EDUCATION
STATE OF HAWAII

MAY, 1985

RS 85-8042

The Honorable George R. Ariyoshi
Governor, State of Hawaii

BOARD OF EDUCATION

Rev. Darrow L.K. Aiona, Chairperson
Mako Araki, First Vice-Chairperson
Randal Yoshida, Second Vice-Chairperson

Margaret K. Apo	Charles Norwood
Sherwood M. Hara	John R. Penebacker
Dr. Hatsuko F. Kawahara	Akira Sakima
Michael Matsuda	Meyer M. Ueoka
Ronald Nakano	William A.K. Waters

Francis M. Hatanaka, Superintendent of Education
Dr. Margaret Y. Oda, Deputy Superintendent

Bartholomew A. Kane, State Librarian

Claudia Chun, Assistant Superintendent
Office of Instructional Services

Vernon H. Honda, Assistant Superintendent
Office of Business Services

Albert Yoshii, Assistant Superintendent
Office of Personnel Services

William Araki, District Superintendent
Leeward District Office

Gordon Kuwada, District Superintendent
Central District Office

Lokelani Lindsey, District Superintendent
Maui District Office

Dr. Kiyoto Mizuba, District Superintendent
Hawaii District Office

Dr. Mitsugi Nakashima, District Superintendent
Kauai District Office

Claudio Suyat, District Superintendent
Honolulu District Office

Kengo Takata, District Superintendent
Windward District Office

1/85

BEST COPY

EXECUTIVE CHAMBERS

HONOLULU

GEORGE R. ARIYOSHI
GOVERNOR

FOREWORD

On May 22, 1978, I signed into law the Hawaii State Plan, a document second in importance only to our State Constitution.

The Hawaii State Plan is the only legislatively-adopted comprehensive state plan in the nation. It is our blueprint for Hawaii's future. It sets forth broad goals, objectives, and policies to guide the long-range growth and development of our state, and establishes a system for coordinating activities of state and county agencies toward the achievement of these common ends. This system has included the formulation of 12 State Functional Plans which specify in greater detail the policies, guidelines, and priorities within selected fields of activity.

The adoption of the 12 mandated State Functional Plans by the State Legislature was a milestone in our effort to implement the Hawaii State Plan. These adopted State Functional Plans--for Agriculture, Conservation Lands, Education, Energy, Health, Higher Education, Historic Preservation, Housing, Recreation, Tourism, Transportation, and Water Resources Development--translate the broad goals and objectives of the Hawaii State Plan into detailed courses of action. They enable us to move ahead with specific state programs and activities in these areas with a clear sense of priority, direction, and purpose.

The State Functional Plans are products of years of work by hundreds of public-spirited citizens, lawmakers, and other government officials. They reaffirm our belief--embodied in the Hawaii State Plan itself--that the diverse and sometimes divisive elements of our state can indeed be brought together to identify common goals, and to determine efficient and harmonious ways for achieving those goals in the best interest of Hawaii's people.

The State Functional Plans can be the basis for cooperation between the public and private sectors. They specify where we want to go, and how we are to get there. I urge all in Hawaii to familiarize themselves with these plans and share in the challenge of working together for a better future for our state.

George R. Ariyoshi

George R. Ariyoshi

PREFACE

This State Education Functional Plan charts educational directions which will improve the quality of education during the Eighties. These directions are organized under four major topics which incluce personal skills and knowledge, employability and the economy, social and natural resources, and educational support services.

This State Education Functional Plan is prepared in compliance with Chapter 226, Hawaii Revised Statutes, The Hawaii State Plan. Accordingly, this State Education Functional Plan contains high priority recommended implementing actions for education which are consonant with the Goals, Objectives, Policies, and Priority Guidelines of The Hawaii State Plan, as well as with the concerns of the Board of Education and the concerns of the State Education Functional Plan Advisory Committee.

I am pleased to present this State Education Functional Plan which has been developed in cooperation with the state and county agencies, the Board of Education, business-industry, organized labor, the private education sector, the military, and the University.

Francis M. Hatanaka
Superintendent

THE STATE EDUCATION FUNCTIONAL PLAN ADVISORY COMMITTEE

The preparation of each State Functional Plan has been assisted by an Advisory Committee. Each Advisory Committee is composed of State officials, at least one public official from each County, members of the public and experts in the functional area. The Governor appoints all Advisory Committee members in accordance with provisions established in Section 226-57(c), Hawaii Revised Statutes.

The membership of the State Education Functional Plan Advisory Committee is listed below:

CHAIRMAN OF THE ADVISORY COMMITTEE

Dr. John Thompson
Professor, College of Education
University of Hawaii - Manoa
1776 University Avenue, WA 227
Honolulu, HI 96822

STATE OFFICIALS

Dr. Joshua Agsalud, Director
Department of Labor and Industrial Relations
825 Mililani Street
Honolulu, HI 96813

Francis M. Hatanaka
Superintendent
Department of Education
P.O. Box 2360
Honolulu, HI 96804

COUNTY OFFICIALS

Herbert Doi, Director
Department of Personnel Services
County of Kauai
4280 Rice Street
Lihue, HI 96766

Walter Tonai, Executive Assistant
Department of Parks and Recreation
City and County of Honolulu
650 S. King Street, 10th Floor
Honolulu, HI 96813

Gregory Mooers
Deputy Managing Director
County of Hawaii
25 Aupuni Street
Hilo, HI 96720

Christopher Hart, Director
Department of Human Concerns
County of Maui
200 South High Street
Wailuku, HI 96793

EXPERTS IN THE FIELD

Dr. Peter Dunn-Rankin, Acting Dean
College of Education
University of Hawaii - Manoa
1776 University Avenue, WA2-128
Honolulu, HI 96822

Dr. John Thompson
Professor, College of Education
University of Hawaii - Manoa
1776 University Avenue, WA 227
Honolulu, HI 96822

PUBLIC MEMBERS

Milton DeMello, Headmaster
Mid-Pacific Institute
2445 Kaala Street
Honolulu, HI 96822

Herbert C. Cornuelle, Chairman
Board of Trustees
Campbell Estate
900 Fort Street Mall Suite 1450
Honolulu, HI 96813

John Radcliffe, Executive Director
Hawaii State Teachers Association
2828 Paa Street
Honolulu, HI 96819

John P. McClurg
USCINCPAC
P.O. Box 17
Camp H.M. Smith, HI 96861

Joseph H. Pynchon, Headmaster
Hawaii School for Girls
2933 Poni Moi Road
Honolulu, HI 96815

Kayo Chung
P.O Box 352
Kailua, HI 96734

Dr. Andrew In
3315 Oahu Avenue
Honolulu, HI 96822

Flora Beggs
Regional Vice-President,
National PTA
160 Aikahi Loop
Kailua, HI 96786

Paul T. Kobayashi
(HGEA Representative)
Principal, Wahiawa Community School
1515 California Avenue
Wahiawa, HI 96786

ACKNOWLEDGMENTS

The Department of Education gratefully acknowledges the contributions of the distinguished members of the Governor's State Education Functional Plan Advisory Committee; their concerns and suggestions have guided the development of the State Education Functional Plan. The members are listed on pages (iii) and (iv) of this State Education Functional Plan. Other former members of the State Education Functional Plan Advisory Committee who have contributed greatly toward the development of the State Education Functional Plan include Hoaliku Drake, former Director, Department of Human Resources, City and County of Honolulu; Velma Santos, former Director, Department of Human Concerns, County of Maui; David Trask, former Executive Director, Hawaii Government Employees' Association; Dr. Edward Fujimoto, former Administrative Aide, Office of the Mayor, County of Hawaii; Lorna Kakesako, former Equal Opportunity Officer, City and County of Honolulu; Earl Greathouse, Public Affairs, CINCPAC; John Akana, former Deputy Director, Hawaii Government Employees' Association; Dr. Peter Dobson, Jr., Acting Vice-President for Academic Affairs, University of Hawaii-Manoa; Emiko Kudo, former Director, Department of Parks and Recreation, City and County of Honolulu; Barney Menor, former Managing Director, County of Hawaii; and Vince Bagoyo, Jr., former Director, Department of Human Concerns, County of Maui.

The Board of Education carefully reviewed this State Education Functional Plan. Members of the Board expressed major concerns and made numerous suggestions which improved it.

The Department of Education is appreciative of the contributions of Charles Campbell, former Chairman of the Senate Committee on Education, and Oliver Lunasco, former Chairman of the House Education Committee. Their insights and comments sharpened the focus of this Plan.

The public's participation at public informational meetings held on Hawaii, Maui, Kauai, Molokai, Lanai, and Oahu is gratefully acknowledged. Their insights were incorporated into this State Education Functional Plan.

The cooperation and consideration of many individuals within the Department of Education contributed toward the development of this State Education Functional Plan. Their recommendations are sincerely appreciated and are reflected throughout this document.

Staff assistance was provided by Dr. Ada Demb, Amy A. Isobe, Steve Jackson, Dr. Kellet Min, Stafford Nagatani, Koozo Okamoto, Dr. W. Theodore Stout, and Dr. Duane K. Troxel. Secretarial services were provided by Betty Tsukiyama, Joan Kobayashi, Josephine Subido, Violet Nakuno, Janet Yokoe, Amy Takahashi, and Rose Calio.

TABLE OF CONTENTS

	Page
FOREWORD	i
PREFACE	ii
THE STATE EDUCATION FUNCTIONAL PLAN ADVISORY COMMITTEE	iii
ACKNOWLEDGMENTS	v
I. INTRODUCTION	1
A. ROLE OF THE STATE FUNCTIONAL PLANS	1
B. TECHNICAL REFERENCE DOCUMENTS	2
C. PERIODIC REVIEWS AND REVISIONS	3
D. HAWAII STATE PLAN POLICY COUNCIL	4
E. ADVISORY COMMITTEES	4
II. FRAMEWORK	6
A. PURPOSES OF THE STATE EDUCATION FUNCTIONAL PLAN	6
B. SCOPE OF THE STATE EDUCATION FUNCTIONAL PLAN	6
C. COORDINATION OF THE STATE EDUCATION FUNCTIONAL PLAN WITH OTHER STATE FUNCTIONAL PLANS	7
III. OBJECTIVES, POLICIES, CONCERNS, AND IMPLEMENTING ACTIONS	10
PERSONAL SKILLS AND KNOWLEDGE	
A. Acquiring Basic Skills	10
B. Enhancing Personal Development	11
EMPLOYABILITY AND THE ECONOMY	
C. Assisting Individuals, Especially the Disadvantaged, to Meet Job Qualifications	13
D. Allocating Resources To High Employment Growth Areas	14
E. Recognizing the Major Sources of Income To Hawaii's Economy	16
SOCIAL AND NATURAL RESOURCES	
F. Stimulating Responsible Participation in Government	18
G. Understanding Hawaii's Cultural Heritage	18
H. Understanding Capacities To Accommodate Population	20
I. Conserving Natural Resources	20
J. Conserving Energy	21
EDUCATIONAL SUPPORT SERVICES	
K. Emphasizing Quality Educational Programs to Promote Excellence	23
L. Ensuring the Provision of Educational Services and Facilities	25
M. Assuring Public Safety and Protection of Life and Property	29
N. Providing Equal Employment Opportunities	30

I. INTRODUCTION

A. ROLE OF THE STATE FUNCTIONAL PLANS

Chapter 226, Hawaii Revised Statutes, The Hawaii State Plan, provides a long-range guide for Hawaii's future and establishes a Statewide Planning System. The system includes the formulation of 12 State Functional Plans to manage and coordinate functional area activities and to guide resource allocation decision-making. In addition to this plan on education, plans have been prepared for the following functional areas:

- Agriculture
- Conservation Lands
- Energy
- Health
- Higher Education
- Historic Preservation
- Housing
- Recreation
- Tourism
- Transportation
- Water Resources Development

Each plan addresses statewide needs, problems and issues, and recommends policies and priority actions to mitigate those problems and bring about desirable conditions.

Implementing The Hawaii State Plan

Along with the County General Plans, State Functional Plans are the primary guide-posts for implementing The Hawaii State Plan. They further define and particularize the Plan's comprehensive goals, objectives, policies, and Priority Guidelines. Hence, while The Hawaii State Plan establishes overall directions for Hawaii, the State Education Functional Plan delineates specific objectives, policies and high priority actions with respect to education to be addressed in seeking to achieve the ideals expressed in The Hawaii State Plan.

Guide to State Programs

State Functional Plans guide a wide variety of programs, processes, and activities. The programs, processes and activities include:

- the program appropriations process for the biennial and supplemental budgets;
- the capital improvement program appropriations process;
- the budgetary review process of the Department of Budget and Finance;
- the land use decision-making process of the State agencies; and
- the A-95 State Clearinghouse process.

Although the State Education Functional Plan, like other State Functional Plans, is prepared by a State agency--in this instance the Department of Education (DOE)--and primarily affects State operations, it also involves some actions of the Federal and County governments and the private sector. It points out where County and private industry coordination will be needed and suggests how these sectors can help achieve the Educational Objectives, Policies, and Priority Guidelines expressed in The Hawaii State Plan.

Plans as Legislative Policy

The State Education Functional Plan does not mandate County or private sector actions. Rather, it is a guide to coordinate the various sectors of education, both public and independent schools, government and private industry toward achieving the statewide objectives of The Hawaii State Plan. Through its adoption by concurrent resolution, the State Education Functional Plan will be an expression of legislative policy but is not to be interpreted as law or statutory mandate.

Interactive Relationship With County Plans

State Functional Plans are intended to act in a coordinated fashion with County General Plans and Development Plans toward implementing The Hawaii State Plan. Chapter 226, Hawaii Revised Statutes, as amended, states that County General Plans and Development Plans shall be taken into consideration in the formulation of State Functional Plans. Conversely, the law also states that the Counties shall consider adopted State Functional Plans in formulating, amending and implementing the County General Plans and Development Plans. Thus, State Functional Plans and the County General Plans and Development Plans each draw from the knowledge embodied in the other, and all are essential to implementing The Hawaii State Plan. Hence, with respect to education planning, the State Education Functional Plan assures that problems and issues of statewide importance are addressed, while the County General Plans and Development Plans indicate desired population and physical development patterns for each County, and assure that the unique problems and needs of each County are addressed.

B. TECHNICAL REFERENCE DOCUMENTS

A Technical Reference Document which serves as the primary resource base has been developed for each State Functional Plan. Each contains background information, a detailed discussion of current conditions, issues and trends, and technical data with analyses to support the objectives, policies, implementing actions, and priorities addressed by each Plan. It shows the Plan's relationship with other State and County plans and programs and points out, in detailed fashion, planning and coordination responsibilities.

The State Education Functional Plan Technical Reference Document, therefore, is primarily a supporting document. Printed under a separate cover, it is not to be adopted by the Legislature. Nevertheless, it is an important and valuable resource, helpful in understanding the intent, rationale and effects of the objectives, policies and implementing actions in the State Education Functional Plan.

C. PERIODIC REVIEW AND REVISION

In order to be responsive to constantly changing needs and conditions, the State Education Functional Plan will be periodically reviewed and updated. Because the Plan obtains its primary direction from The Hawaii State Plan, the timing of the State Education Functional Plan review and revision process is linked to the review process of The Hawaii State Plan:

- Biennial Review: Priority Guidelines, Part III of The Hawaii State Plan, identify critical Statewide needs requiring priority attention. A comprehensive review of Priority Guidelines is to be conducted at two-year intervals to correspond to the biennial cycle of the State budgetary process. In order to assure conformance to Priority Guidelines and intergration with the State budget, all State Functional Plans--including the State Education Functional Plan--will also be reviewed and, if necessary, amended every two years.

- Comprehensive Review: Part I of The Hawaii State Plan expresses the Overall Theme and longer-range goals, objectives, and policies of Hawaii. A comprehensive review of Part I of the State Plan is to be conducted once every four years.

To assure conformance with these updates, the Department of Education and other Functional Plan agencies will also review and revise their respective Technical Reference Documents within a two-year period subsequent to any amendments to Parts I and III of The Hawaii State Plan. Subsequently, the Legislature may amend the State Education Functional Plan and other State Functional Plans in consideration of any amendments made to Part I and III of The Hawaii State Plan.

D. STATE PLAN POLICY COUNCIL

The State Education Functional Plan has been developed in strict accordance with the Administrative Guidelines established by the State Plan Policy Council which is charged with the responsibility of advising the Legislature in the overall review, coordination and evaluation of the Statewide Planning System. With respect to the State Functional Plans, the Policy Council's specific responsibilities include:

- preparing guidelines for the development of State Functional Plans;

- reviewing and evaluating each State Functional Plan;

- seeking to resolve conflict among State Functional Plans and between State Functional Plans and County Plans; and

- submitting its findings and recommendations to the Legislature.

E. ADVISORY COMMITTEES

The preparation of each State Functional Plan has been assisted by an Advisory Committee. Each Committee is composed of State officials, at least one public official of each County, members of the public and experts in the functional area. The Governor appoints all Advisory Committee members in accordance with provisions established in Section 226-57(c), Hawaii Revised Statutes, as amended.

The membership of the State Education Functional Plan Advisory Committee is listed on pages iii and iv of this document.

Role

The Committees play a critical role in advising State agencies to ensure that the Plans conform with the Overall Theme, Goals, Objectives, Policies and Priority Guidelines of The Hawaii State Plan, and the State Plan Policy Council Administrative Guidelines, as amended. The Committees submit written recommendations on respective State Functional Plans to the Policy Council at the time that the State agency transmits the State Functional Plan to the Policy Council. Committee members may prepare minority reports which are transmitted as supplements to Advisory Committee Reports.

II. FRAMEWORK

A. PURPOSES OF THE STATE EDUCATION FUNCTIONAL PLAN

The major purpose of this State Education Functional Plan is to help implement The Hawaii State Plan. Accordingly, this State Education Functional Plan presents high priority recommended implementing actions for education which are consonant with The Hawaii State Plan. These recommended implementing actions constitute the first steps of complex educational processes which implement objectives, policies, priority guidelines, and concerns relevant to education.

A second purpose of this State Education Functional Plan is to provide the high priority directions for the Department of Education. Providing directions will improve the understanding of Departmental actions among various publics. This State Education Functional Plan charts the areas of emphasis for the Eighties. In brief, this State Education Functional Plan selects the high priority directions from a large number of potential directions.

A third purpose of this State Education Functional Plan is to improve the quality of public education in Hawaii. Quality education is an elusive term and opinions about it differ; therefore, this State Education Functional Plan seeks to clarify quality education and to make suggestions with the purpose of improving it.

B. SCOPE OF THE STATE EDUCATION FUNCTIONAL PLAN

In Hawaii, the scope of educational activities is delineated by the State Constitution, the laws of the State of Hawaii, and the policies of the Board of Education.

The scope of this State Education Functional Plan was determined by focusing on the areas of emphasis in The Hawaii State Plan, the concerns of the Board of Education, and the concerns of the State Education Functional Plan Advisory Committee appointed by the Governor to guide its development. The Hawaii State Plan was carefully examined and Objectives, Policies, and Priority Guidelines relevant to education were identified. After reviewing these, the State Education Functional Plan Advisory Committee and the Board of Education added additional concerns. Related goals, objectives, policies, priority guidelines and concerns were then clustered by topics to facilitate planning and analyses. The topics are: 1) personal skills and knowledge; 2) employability and the economy; 3) social and natural resources; and 4) educational support services. The programs and activities of the Department of Education were analyzed to determine needs and activities relevant to achieving desired outcomes.

The analyses resulted in the State Education Functional Plan Technical Reference Document. The State Education Functional Plan Technical Reference Document presents goals, rationales which explain why the goals are worthy of pursuit, current situations, and proposed approaches for the Eighties. The proposed approaches are accompanied by information on assumptions, target groups, activities, indicators of accomplishment, and costs. Also provided are recommended implementing actions together with time frames.

In responding to suggestions about the length and complexity of the State Education Functional Plan as submitted to the 1981 Legislature, it was decided to reduce the number of implementing actions so as to retain only the high priority recommended implementing actions. High priority recommended implementing actions are those actions which most directly attend to: 1) Priority Guidelines of The Hawaii State Plan; 2) Concerns of the Board of Education; 3) Concerns of the State Education Functional Plan Advisory Committee; and 4) recommendations having the greatest statewide impact.

In summary, this State Education Functional Plan does not cover all of the programs and activities of the Department of Education; rather, it attends to those programs and activities which will receive the greatest emphasis as mandated by The Hawaii State Plan and the input of the State Education Functional Plan Advisory Committee, the Board of Education, professional educators, and the public. The many important programs and activities not covered by this State Education Functional Plan shall still be carried out in accord with the mandates of the State Constitution, laws, policies, regulations, and professional obligations.

C. COORDINATION OF THE STATE EDUCATION FUNCTIONAL PLAN WITH OTHER STATE FUNCTIONAL PLANS

The following presents a narrative which describes the major complementary and potentially competing interests of the State Education Functional Plan and other State Functional Plans. Following the narrative is a matrix, Figure 1, which shows the many complementary and potentially competing interests among plans. Complementary interests include areas in which policies or implementing actions in one plan may impact on another in a supportive manner. Potentially competing interests include areas in which policies or implementing actions in one plan may impact on another in a potentially competing manner.

The State Education Functional Plan has close relationships with the State Agriculture, Energy, Health, and Higher Education Functional Plans.

Complementary Interests

- Agriculture Training and Awareness. The Hawaii State Plan contains a policy to increase the attractiveness and opportunities for an agricultural education and livelihood. The State Agriculture Functional Plan cites the need to continuously develop and expand educational programs to motivate young people to enter farming and to train farmers in the most productive techniques. The State Education Functional Plan is supportive of the policies in The Hawaii State Plan and complements the State Agriculture Functional Plan. The State Education Functional Plan calls for improvements to be made to the agriculture curriculum

(Implementing Action E.2.5, p. 18). Greater awareness by students of the economic contributions of agriculture to the State is fostered through Implementing Action E.2.1, p. 17. These measures will assist in informing students of the benefits of agriculture and will improve agricultural education.

- Energy Conservation and Awareness. Reducing energy waste and increasing awareness of the need to conserve energy is a Priority Guideline of The Hawaii State Plan. The State Education Functional Plan is highly supportive of this Priority Guideline of The Hawaii State Plan and is highly complementary to the State Energy Functional Plan in the areas of energy conservation and awareness. The State Education Functional Plan calls for continued emphasis on energy conservation education. To further insure energy awareness, this State Education Functional Plan proposes supporting the establishment of an Energy Resource Center by the Department of Planning and Economic Development (Implementing Action J.2.2, p. 23). The Department of Education is also an energy user. Thus, the State Education Functional Plan makes provision for the reduction of energy consumption at schools, district and State offices; participation in State and Federal energy programs; and fostering of innovative methods of conservation in school facilities. These actions will further State Energy Functional Plan policies of increased energy awareness and conservation.

- Health Education. The implementing action in the State Education Functional Plan recommending continued pursuit of the policy of full implementation of a health education curriculum (Implementing Action B.2.1, p.13) is supportive of the State Health Functional Plan which calls for use of an educational approach to increase the ability of people to maintain and improve their own health. The State Education Functional Plan also acknowledges the need for coordination with the Department of Health in providing essential health services for school children (Implementing Action B.2.1, p.13).

- In-Service Training. The State Education Functional Plan calls for in-service training for teachers in the areas of career counseling, agriculture and aquaculture instruction, multicultural awareness, and language studies and vocational training. (Implementing Actions B.2.3, p. 13; D.2.1, p. 15; G.2.1, p. 20; D.2.5, p. 16). The Department of Education and the University of Hawaii interact closely in the training of teachers at the College of Education, University of Hawaii. Future collaboration and cooperation will be fostered in this area to assure that educational needs are met.

Potentially Competing Interests

No areas of potential conflict exist between the State Education Functional Plan and other State Functional Plans.

Figure 1. INTERRELATIONSHIPS OF THE STATE EDUCATION FUNCTIONAL PLAN WITH OTHER FUNCTIONAL PLANS

State Functional Plan	Complementary Interests	Potentially Competing Interests
Agriculture	- Improving the agriculture and aquaculture curriculum - Improving and expanding the aquaculture program - Providing in-service training for agriculture and aquaculture instruction - Providing information about aquaculture industry and projected employment potentials - Providing information to students on the economic contributions of agriculture - Providing agricultural training and career information programs	
Conservation Lands	- Emphasizing environmental education	
Energy	- Continuing the emphasis on energy conservation education - Establishing an Energy Resource Center - Participating in State and Federal energy conservation programs - Suggesting innovative methods of conservation in school facilities - Reducing energy consumption at the schools, districts and State offices	
Health	- Pursuing full implementation of a health education curriculum - Coordinating the provision of essential health services - Emphasizing functional and economic independence for handicapped students - Providing information on Hawaii's capacity to accommodate population growth - Insuring immunization of children - Providing support for program activities emphasizing healthier lifestyles and self-care	

(Con't)

State Functional Plan	Complementary Interests	Potentially Competing Interests
Health	- Provision of health assessment, education and follow-up for public school children - Assurance of first-aid care during school hours - Provision of medical service for diagnostic or evaluative purposes, mental health, school health services, occupational and physical therapy to handicapped students in the Department of Education - Provision of health resources and materials in schools	
Higher Education	- Emphasizing basic skills and life role competencies - Establishing career resource centers to provide information on areas where high employment growth is expected - Assisting individuals, especially the disadvantaged, to meet job qualifications - Emphasizing career counseling and education - Supporting worthy educational research - Providing in-service training for teachers in such areas as career counseling, agriculture and aquaculture instruction, multicultural awareness, and language studies	
Historic Preservation	- Providing in-service training in multicultural awareness for teachers - Implementing the indigenous Hawaiian Studies Program - Assisting DLNR's coordination of interpretive programs for historic properties with the curriculum needs of schools - Expanding multicultural educational programs - Using the Department of Land and Natural Resources' Resource Information Center	
Recreation	- Emphasizing environmental education	
Tourism	- Informing students of the socio-economic and related impacts of tourism and other economic activities	
Water Resources Development	- Emphasizing environmental education	

III. OBJECTIVES, POLICIES, CONCERNS, AND IMPLEMENTING ACTIONS

PERSONAL SKILLS AND KNOWLEDGE

A. Acquiring Basic Skills

A major purpose of education is to provide students with basic skills necessary to function in a complex society. In this connection, the first commitment of an instructional program involves teaching students these fundamental skills--reading, writing, mathematics, reasoning, and the ability to communicate. Complementing these basic skills are competencies which enable students to apply their skills in social, economic, and political context. The Department of Education has realized steady improvements in student performance between 1975 and 1980. The need for the Eighties is to further improve students' achievements in areas related to basic skills.

A.1. State Policies, State Priority Guidelines, Board of Education Concerns, and/or State Education Functional Plan Advisory Committee Concerns

A.1.1. Promote programs and activities that facilitate the acquisition of basic skills, such as reading, writing, computing, listening, speaking, and reasoning.

A.1.2. Provide equal educational opportunities by distributing resources equitably among all Department of Education Schools.

A.2. Recommended Implementing Action

A.2.1. Implementing Action: That the Department of Education continue its policy of emphasizing the basic skills of reading, writing, computing, listening, speaking and reasoning, and liferole competencies by such actions as pursuing intensive basic skills instruction, emphasizing instruction for grades 7 and 8 which reflect a "critical grade cluster," and improving the understanding of factors that lead to differences in student performances.

Implementing Organization: Department of Education
Assisting Organization: College of Education, University of Hawaii
Time Frame: Ongoing

A.2.2. Implementing Action: That the Department of Education emphasize computer literacy to make students aware of, appreciate, and understand the functions and impact of computers in daily life; feel confident about using computers; know how the computer can be used as a tool for problem solving and decision making; recognize the limitations as well as the usefulness of computer (science) technology in advancing human welfare; recognize educational and career opportunities related to the specific and general uses (application) of computers.

Implementing Organization: Department of Education
Assisting Organization: University of Hawaii;
Department of Budget and Finance
Time Frame: 1985 - 1989

A.2.3. Implementing Action: That the Department of Education develop and effectuate subject core intermediate level curriculum,
including specification of completion requirements, built around proficiencies in: (1) Communication and the English Language; (2) Mathematics and Quantitative-Logical Reasoning; (3) Humanities and the Arts; (4) Science and Technology--including computer applications; and (5) Social and Governmental Sciences.

Implementing Organization: Department of Education
Time Frame: 1985 - 1989

A.2.4. Implementing Action: That the Department of Education establish an uniform code of attendance.

Implementing Organization: Department of Education
Time Frame: 1985 - 1987

A.2.5. Implementing Action: That the Department of Education emphasize, encourage, and develop programs to promote learning at the earliest appropriate age.

Implementing Organization: Department of Education
Time Frame: 1985 - 1989

B. Enhancing Personal Development

Enhancing personal development of individuals includes physical development, aesthetic appreciation, recreational pursuits, languages, and practical arts. Within the Department of Education, the following programs and/or instructional areas contribute to the personal development of students: Health Education, Physical Education, Athletics, Art, Music, Literature, Asian, European, and Pacific Languages, Practical Arts, and Guidance.

B.1. State Policies, State Priority Guidelines, Board of Education Concerns, and/or State Education Functional Plan Advisory Committee Concerns

B.1.1. Support educational programs and activities that enhance personal development, physical fitness, recreation, and cultural pursuits of all groups.

B.1.2. Provide adequate and accessible physical fitness programs to promote the physical and mental well-being of Hawaii's people.

B.1.3. Foster an awareness of the need for personal health maintenance and preventive health care through education and other measures.

B.1.4. Enhance the enjoyment of recreational experiences through safety measures, educational opportunities, and improved facility design and maintenance.

B.1.5. Increase opportunities for appreciation and participation in the creative arts, including the literary, theatrical, and musical arts.

B.1.6. Encourage the development of creative expression in the artistic disciplines to enable all segments of Hawaii's population to participate in the creative arts.

B.1.7. Promote Asian, European, and Pacific Languages.

B.2. Recommended Implementing Actions

B.2.1. Implementing Action: That the Department of Education strengthen its concern for the health of each student by continuing to pursue the policy of fully implementing a health education curriculum, to include but not be limited to nutrition, fundamentals of biological reproduction, exercise and physiology, and by coordinating with the Department of Health in providing essential health services.

Implementing Organization: Department of Education
Assisting Organization: Department of Health; College of Education, University of Hawaii
Time Frame: Ongoing

B.2.2. Implementing Action: That the Department of Education expand its policy of providing language studies programs.

Implementing Organization: Department of Education
Time Frame: 1985 - 1987

B.2.3. Implementing Action: That the Department of Education seek creative solutions to problems of teacher in-service and adequate course offerings relating to language studies.

Implementing Organization: Department of Education
Assisting Organization: College of Education, University of Hawaii
Time Frame: 1985 - 1989

C. Assisting Individuals, Especially the Disadvantaged, to Meet Job Qualifications

In Hawaii, educational programs are based on the premise that all children are entitled to education to the limit of, commensurate with, and appropriate to their capacities. This responsibility includes meeting the needs of students whose educational potentials can best be nurtured by alterations and additions to the regular programs as well as alternative programs. All students are addressed in this section, including handicapped students, students with limited English proficiency, educationally disadvantaged students, alienated students, and the gifted and talented students.

C.1. State Policies, State Priority Guidelines, Board of Education Concerns, and/or State Education Functional Plan Advisory Committee Concerns

C.1.1. Assist individuals, especially those who are disadvantaged in meeting job qualifications, through manpower and other related training opportunities.

C.1.2. Study the problem of dropouts and potential dropouts.

C.1.3. Provide equal educational opportunities.

C.1.4. Promote services to the gifted and talented.

C.2. Recommended Implementing Actions

C.2.1. Implementing Action: That the Department of Education develop curricula which emphasize functional and economic independence for handicapped students in school.

Implementing Organization: Department of Education
Assisting Organizations: Department of Social Services and and Housing; Department of Labor and Industrial Relations
Time Frame: 1985 - 1989

C.2.2. Implementing Action: That the Department of Education implement the Program Plan for Students with Limited English Proficiency, and examine and implement alternative means of educating students with limited English proficiency to ensure the most effective and efficient use of educational resources.

Implementing Organization: Department of Education
Assisting Organization: University of Hawaii
Time Frame: 1985 - 1989

C.2.3. Implementing Action: That the Department of Education pursue the policy of emphasizing employability skills for all students, with particular emphasis to be placed on educationally disadvantaged students, as appropriate.

Implementing Organization: Department of Education
Assisting Organizations: Community Colleges, University of Hawaii; Department of Labor and Industrial Relations
Time Frame: 1985 - 1989

C.2.4. Implementing Action: That the Department of Education provide appropriate instructional services to alienated students and potential dropouts through special motivation classes and alternative learning centers.

Implementing Organization: Department of Education
Time Frame: 1985 - 1989

C.2.5. Implementing Action: That the Department of Education develop criteria and alternative means for providing specialized instruction for intellectually gifted students to ensure the most effective and efficient use of educational resources.

Implementing Organization: Department of Education
Time Frame: 1985 - 1989

D. Allocating Resources to High Employment Growth Areas

Projected high unemployment levels make it necessary to allocate educational resources to provide more effective career education in high school. This involves informing would-be job entrants and students pursuing post-secondary training or education of occupational areas which are likely to expand.

D.1. State Policies, State Priority Guidelines, Board of Education Concerns, and/or State Education Functional Plan Advisory Committee Concerns

D.1.1. Encourage the allocation of educational resources to career areas where high employment growth is expected.

D.1.2. Encourage more effective career counseling and guidance in high schools and post-secondary institutions to inform students of present and future career opportunities.

D.1.3. Deal with problems related to career counseling of students in high school.

D.1.4. Coordinate Hawaii's vocational technical education capabilities of our education system and the manpower needs of our industrial economy.

D.2. Recommend Implementing Actions

D.2.1. Implementing Action: That the Department of Education continue its policy of emphasizing career education, and that the Department of Education's counselors encourage more effective career counseling by coordinating in-service training to teachers, coordinating the activities of career education, and furthering the school's partnership with business, industry, and organized labor.

Implementing Organization: Department of Education
Assisting Organization: Department of Labor and Industrial Relations
Time Frame: Ongoing

D.2.2. Implementing Action: That the Department of Education establish career resource centers in the secondary schools to provide teachers, parents, and students with information on areas where high employment growth is expected.

Implementing Organization: Department of Education
Assisting Organization: Department of Labor and Industrial Relations
Time Frame: 1985 - 1987

D.2.3. Implementing Action: That the Department of Education's Vocational Technical Education Program be made responsive in projected high employment growth areas, which may include high technology.

Implementing Organization: Department of Education
Assisting Organizations: Community Colleges, University of Hawaii
Time Frame: 1985 - 1989

D.2.4. Implementing Action: Emphasize the applicability of vocational/career education programs by developing "hands-on" experience in the trades and professions in business, government and industry through career shadowing, internships, mentorships, and apprenticeships.

Implementing Organization: Department of Education
Assisting Organizations: Department of Labor and Industrial Relations; Business; Private Industry; Collective Bargaining Units; University of Hawaii; Governments
Time Frame: 1985 - 1989

D.2.5. Implementing Action: That the Department of Education develop a policy which addresses appropriate education in existing and potential areas of employment and includes in-service training for teachers to enhance their knowledge in these areas.

Implementing Organization: Department of Education
Time Frame: 1985 - 1987

E. Recognizing the Major Sources of Income to Hawaii's Economy

The four major sources of income to Hawaii's economy are: tourism, federal military and civilian expenditures, sugar, and pineapple. A survey conducted for the Commission on Population and the Hawaiian Future indicated that Hawaii's residents are concerned with the prospects of future employment.

E.1. State Policies, State Priority Guidelines, Board of Education Concerns, and/or State Education Functional Plan Advisory Committee Concerns

E.1.1. Recognize the importance and contributions of the major sources of income to Hawaii's economy.

E.1.2. Foster a recognition of the contribution of the visitor industry to Hawaii's economy and the need to perpetuate the aloha spirit.

E.1.3. Provide opportunities for Hawaii's people to obtain job training and education that will allow for upward mobility within the visitor industry.

E.1.4. Foster attitudes and activities conducive to maintaining agriculture as a major sector of Hawaii's economy.

E.1.5. Increase the attractiveness and opportunities for agricultural education and livelihood.

E.1.6. Expand vocational training programs in agriculture and aquaculture.

E.1.7. Encourage the formulation of marketing cooperatives to assist small scale producers, manufacturers, and distributors.

E.2. Recommended Implementing Actions

E.2.1. Implementing Action: That the Department of Education continue to inform students of the socio-economic and related impacts of tourism, federal military and civilian expenditures, agriculture to Hawaii's economy, and other viable industries relating to Hawaii's future.

Implementing Organization: Department of Education
Time Frame: Ongoing

E.2.2. Implementing Action: That the Department of Education take steps to improve and expand the Aquaculture Program in correspondence with research findings.

Implementing Organization: Department of Education
Assisting Organizations: Department of Planning and Economic Development; College of Tropical Agriculture and Human Resources, University of Hawaii
Time Frame: 1985 - 1989

E.2.3. Implementing Action: That the Department of Education arrange for in-service training to be provided for teachers to implement the Aquaculture Program.

Implementing Organization: Department of Education
Assisting Organizations: Department of Planning and Economic Development; University of Hawaii
Time Frame: 1985 - 1989

E.2.4. Implementing Action: That the Department of Education inform students, parents, teachers, and counselors of the newly developing industries in Hawaii and their projected employment potentials.

Implementing Organization: Department of Education
Time Frame: 1985 - 1989

E.2.5. Implementing Action: That the Department of Education improve the agriculture and aquaculture curricula by seeking the assistance of the Department of Agriculture and the University of Hawaii's College of Tropical Agriculture and Human Resources on topics such as loan programs, formation of cooperatives, and use of pesticides.

Implementing Organization: Department of Education
Assisting Organizations: Department of Agriculture; College of Tropical Agriculture and Human Resources, University of Hawaii
Time Frame: 1985 - 1989

F. Stimulating Responsible Participation in Government

Citizenship in a democratic society demands an informed citizenry which is dedicated to responsible action and to the basic American values of liberty, equality, justice, and rule of law. The educational system contributes to citizenship by providing young people with both the knowledge and experience needed to participate productively in democratic processes. Encouraging students to become active voters is an important aspect of citizenship education.

F.1. State Policies, State Priority Guidelines, Board of Education Concerns, and/or State Education Functional Plan Advisory Committee Concerns

F.1.1. Stimulate the responsibility in citizens to productively participate in government for a better Hawaii.

F.2. Recommended Implementing Action

F.2.1. Implementing Action: That the Department of Education encourage coordination between the K-12 Social Studies and the Student Activities Programs to expand the practical experiences component of the curricula and to provide students with more first-hand experiences, including participation in civic, community, school or other citizenship related activities, as well as field visits to legislative, judicial and executive branches of government.

Implementing Organization: Department of Education
Assisting Organizations: Executive, Legislative and Judicial branches of State and County governments

Time Frame: 1985 - 1987

G. Understanding Hawaii's Cultural Heritage

Acceptance and appreciation of ethnic differences contribute to the quality of life in the State. The schools, by providing an environment where students and staff can learn to accept and appreciate ethnic diversity, play a key role in developing attitudes that will benefit the entire population.

G.1. State Policies, State Priority Guidelines, Board of Education Concerns, and/or State Education Functional Plan Advisory Committee Concerns

G.1.1. Increase the ability of education to promote an understanding of Hawaii's cultural heritage.

G.1.2. Foster and preserve Hawaii's multicultural heritage through supportive programs and activities.

G.1.3. Foster increased knowledge and understanding of Hawaii's ethnic and cultural heritages and the history of Hawaii.

G.1.4. Support activities and conditions that promote cultural values, customs, and arts that enrich the life styles of Hawaii's people.

G.1.5. Encourage the essence of the aloha spirit in people's daily activities.

G.1.6. Provide educators with an understanding of the ethnic backgrounds of students.

G.2. Recommended Implementing Actions

G.2.1. Implementing Action: That the Department of Education continue to coordinate with the College of Education of the University of Hawaii to implement in-service training programs in multicultural awareness for teachers.

Implementing Organization: Department of Education
Assisting Organizations: College of Education, University of Hawaii; Kamehameha Schools; Pacific and Asian Affairs Council; Department of Land and Natural Resources; Friends of Waipahu Cultural Garden Park

Time Frame: Ongoing

G.2.2. Implementing Action: That the Department of Education commit itself to implementation of an indigenous Hawaiian Studies Program to include but not be limited to a curriculum reflecting history, literature, geography, oceanography and language appropriate to various K-12 levels.

Implementing Organization: Department of Education
Assisting Organizations: Office of Hawaiian Affairs; Alu Like; Queen Liliuokalani Children's Center; Bishop Museum; University of Hawaii; Department of Land and Natural Resources

Time Frame: 1985 - 1989

G.2.3. Implementing Action: That the Department of Education implement programs and activities that increase students' knowledge and understanding of Hawaii's diverse ethnic and cultural heritage and its unique history.

Implementing Organization: Department of Education
Time Frame: 1985 - 1989

H. Understanding Capacities to Accommodate Population

While much of Hawaii's new population growth is the result of in-migration from the mainland and immigration from other countries, Hawaii's citizens must still examine their options to control and manage growth. A contribution of the schools toward growth management is to provide students with an understanding of Hawaii's population capacities and the need for continuing a low birth rate.

H.1. State Policies, State Priority Guidelines, Board of Education Concerns, and/or State Education Functional Plan Advisory Committee Concerns

H.1.1. Foster an understanding of Hawaii's capacities to accommodate population needs.

H.1.2. Encourage continued low birth rate among Hawaii's population.

H.2. Recommended Implementing Action

H.2.1. Implementing Action: That the Department of Education continue to provide students with an understanding of Hawaii's capacities to accommodate population growth through the Health Program, Home Economics Program, Social Studies Program, and Environmental Education Program.

Implementing Organization: Department of Education
Assisting Organizations: Department of Health; Department of Planning and Economic Development
Time Frame: Ongoing

I. Conserving Natural Resources

The increases in population, urbanization, technology, recreational use of the outdoor environment, and tourism have contributed to increased demands on the environment and natural resources of Hawaii. The citizens of Hawaii must give critical attention to safeguarding and enhancing the environmental quality and ecological balance of the State. Awareness of the environment and understanding environmental issues must be emphasized.

I.1. State Policies, State Priority Guidelines, Board of Education Concerns, and/or State Education Functional Plan Advisory Committee Concerns

I.1.1. Exercise an overall conservation ethic in the use of Hawaii's natural resources.

I.1.2. Greater public awareness and appreciation of Hawaii's environmental resources.

I.1.3. Foster recognition of the importance and value of the land, air, and water resources to Hawaii's people and their cultures.

I.1.4. Promote the visual and aesthetic enjoyment of mountains, ocean vistas, scenic landscapes, and other natural features.

I.1.5. Foster educational activities that promote a better understanding of Hawaii's limited environmental resources.

I.1.6. Encourage the protection of rare or endangered plant and animal species and habitats native to Hawaii.

I.1.7. Seek to utilize Hawaii's limited land resources wisely in order to insure the protection of the environment and the availability of the shoreline, conservation lands and other limited resources for future generations.

I.1.8. Encourage water conservation to reduce the per capita water consumption rate through education and the promotion of conservation awareness.

I.2. Recommended Implementing Action

I.2.1. Implementing Action: That the Department of Education continue its emphasis on Environmental Education.

Implementing Organization: Department of Education
Assisting Organization: Department of Land and Natural Resources
Time Frame: Ongoing

J. Conserving Energy

Energy conservation is critical and the Department of Education can contribute to the conservation effort through educating students and through efforts to reduce its own use of energy. The Department addresses energy conservation as part of the Environmental Education Program and implements a number of energy-saving activities within its facilities.

J.1. State Policies, State Priority Guidelines, Board of Education Concerns, and/or State Education Functional Plan Advisory Committee Concerns

J.1.1. Promote prudent use of power and fuel supplies through education, conservation, and energy-efficient practices.

J.1.2. Encourage development of a program to promote conservation of energy use in the State.

J.1.3. Encourage consumer education programs to reduce energy waste and to increase awareness for the need to conserve energy.

J.1.4. Encourage the use of energy conserving technology and appliances in homes and other buildings.

J.2. Recommended Implementing Actions

J.2.1. Implementing Action: That the Department of Education continue its emphasis and implementation of energy conservation education.

Implementing Organization: Department of Education
Time Frame: Ongoing

J.2.2. Implementing Action: That the Department of Education coordinate with the Department of Planning & Economic Development to establish an Energy Resource Center by contributing materials and testimonies as appropriate.

Implementing Organization: Department of Education
Assisting Organization: Department of Planning and Economic Development
Time Frame: 1985 - 1987

J.2.3. Implementing Action: That the Department of Education continue to participate in State and Federal energy conservation programs.

Implementing Organization: Department of Education
Assisting Organizations: Department of Planning and Economic Development; U.S. Department of Energy
Time Frame: Ongoing

J.2.4. Implementing Action: That the Department of Education continue to develop and implement innovative methods of energy conservation in school facilities with cooperation from the Department of Accounting and General Services.

Implementing Organization: Department of Education
Assisting Organizations: Department of Accounting and General Services; Department of Planning and Economic Development
Time Frame: Ongoing

J.2.5. Implementing Action: That the Department of Education use the results of the energy audit to implement a quick fix program for reducing energy consumption of air conditioned facilities at the schools.

Implementing Organization: Department of Education
Assisting Organizations: Department of Accounting and General Services; Department of planning and Economic Development
Time Frame: 1985 - 1989

K. Emphasizing Quality Educational Programs to Promote Excellence

Providing quality educational programs to promote educational excellence is a major commitment of the Department of Education. The following factors are included in promoting educational excellence: 1) identifying exemplary educational programs and facilitating their use; 2) supporting educational research; 3) using effective educational planning which includes timetables; 4) providing appropriate staffing, and 5) emphasizing staff development.

K.1. State Policies, State Priority Guidelines, Board of Education Concerns, and/or State Education Functional Plan Advisory Committee Concerns

K.1.1. Emphasize quality educational programs in Hawaii's institutions to promote academic excellence.

K.1.2. Support research programs and activities that enhance the education programs of the State.

K.1.3. Provide a timetable for increasing the quality of education for Hawaii's children.

K.1.4. Provide appropriate staffing.

K.1.5. Emphasize staff development.

K.1.6. Establish an evaluation system for current programs and demonstration projects.

K.2. Recommended Implementing Actions

K.2.1. Implementing Action: That the Department of Education increase support of worthy educational research activities.

Implementing Organization: Department of Education
Assisting Organization: University of Hawaii
Time Frame: 1985 - 1989

K.2.2. Implementing Action: That the Department of Education's program and functional unit managers use the State Objectives, State Policies, State Priority Guidelines, Board of Education Concerns, and Advisory Committee Concerns contained in the State Education Functional Plan and the State Education Functional Plan Technical Reference Document as guidelines for developing goals and objectives for their plans.

Implementing Organization: Department of Education
Time Frame: 1985 - 1989

K.2.3. Implementing Action: That the Department of Education's program and functional unit managers use timetables in conjunction with recommended implementing actions.

Implementing Organization: Department of Education
Time Frame: 1985 - 1989

K.2.4. Implementing Action: That a Department of Education committee which includes representatives from such offices as the Budget, and Management Audit and Civil Rights Branches of the Superintendent's Office, the Office of Personnel Services, the Office of Instructional Services, District Offices, schools, and appropriate agencies be convened to develop criteria and procedures to provide appropriate staffing for unique needs. Such a committee should coordinate with the appropriate Board of Education committees.

Implementing Organization: Department of Education
Assisting Organizations: Department of Personnel Services; Department of Budget and Finance; Collective Bargaining Units
Time Frame: 1985 - 1987

K.2.5. Implementing Action: That the Department of Education prepare a comprehensive staff development plan for educational officers, teachers, and classified personnel which considers: a) active employee participation in the planning, conduct, and assessment of in-service training; b) program, performance, and individual expectations; c) coordination of staff development activities with the existing personnel program, such as staff evaluation, reclassification, promotion, incentives, at appropriate times; and d) expand job-sharing program to all positions in the department.

Implementing Organization: Department of Education
Assisting Organizations: Department of Personnel Services; Collective Bargaining Units
Time Frame: 1985 - 1987

K.2.6. Implementing Action: That the Department of Education establish a system for the evaluation of current programs and demonstration projects, and use the results of the evaluations thereby conducted in assisting budget development.

Implementing Organization: Department of Education
Time Frame: 1985 - 1989

K.2.7. Implementing Action: That the Department of Education develop and implement programs, procedures, or organizational arrangements to promote decisionmaking and resource flexibility at the school level.

Implementing Organization: Department of Education
Time Frame: 1985 - 1989

K.2.8. Implementing Action: That the Department of Education examine flex-time scheduling for school starting hours and the feasibility of operating schools on a twelve month basis.

Implementing Organization: Department of Education
Time Frame: 1985 - 1987

L. Ensuring the Provision of Educational Services and Facilities

Ensuring the provision of educational services and facilities includes all the programs and activities of the Department of Education. For purposes of this State Education Functional Plan, five topics have been highlighted: delivering computer data processing services, delivering instructional media services, delivering public library services, encouraging community involvement, and encouraging the use of school facilities.

L.1. State Policies, State Priority Guidelines, Board of Education Concerns, and/or State Education Functional Plan Advisory Committee Concerns

L.1.1. Ensure the provision of adequate and accessible educational services and facilities that are designed to meet individual and community needs.

L.1.2. Encourage community involvement in school affairs.

L.1.3. Encourage maximum use of school facilities to ensure the most effective educational program.

L.1.4. Examine parent education and outreach programs.

L.2. Recommended Implementing Actions

L.2.1. Implementing Action: That the Department of Education complete development of an educational management information system.

Implementing Organization: Department of Education
Assisting Organization: Electronic Data Processing Division, Department of Budget and Finance
Time Frame: 1985 - 1989

L.2.2. Implementing Action: That the Department of Education ensure the development of a computerized scoring system and a longitudinal data base for the Competency-Based Measures and student background. This system should be developed as the Competency-Based Measures go into operation for each successive grade level.

Implementing Organization: Department of Education
Time Frame: 1985 - 1989

L.2.3. Implementing Action: That the Board of Education seek funds to automate the major operations of the public library system including the catalog and library management information systems.

Implementing Organization: Department of Education
Time Frame: 1985 - 1989

L.2.4. Implementing Action: That the Board of Education support a planning process undertaken by the Library Services and Construction Act Advisory Council to develop a 6-year master plan (1985-1991) for public libraries that includes human resources, materials development and collection, facilities, and new technology.

Implementing Organization: Department of Education
Time Frame: 1985 - 1989

L.2.5. Implementing Action: That the Department of Education increase its efforts to inform the public of opportunities to participate in school, district, and State level affairs, through such means as pamphlets, brochures, leaflets, public service spot announcements, and television reports.

Implementing Organization: Department of Education
Assisting Organizations: News Media; KHET-TV, Department of Commerce and Consumer Affairs
Time Frame: 1985 - 1987

L.2.6. Implementing Action: That the Department of Education's principals and district superintendents increase participation by their communities including businesses and higher education in educational affairs of their respective schools and districts with special reference to the School Priority Fund.

Implementing Organization: Department of Education
Assisting Organizations: Parent Teacher Associations; School Community Councils
Time Frame: 1985 - 1989

L.2.7. Implementing Action: That the Department of Education assist principals through such means as surveys and conferences to determine topics of interest to parents and community members and with outreach programs on identified topics of interest such as school-parent-adolescent relationships, parenting, and dating.

Implementing Organization: Department of Education
Assisting Organizations: University of Hawaii; Office of Children and Youth, Office of the Governor

Time Frame: 1985 - 1989

L.2.8. Implementing Action: That the Department of Education publicize the availability of facilities through public service announcements, distribute brochures on policies, rules, and regulations, and revise rules to allow for the adjustment of fees collected to address increasing costs for personnel, repair and maintenance, and utilities.

Implementing Organization: Department of Education
Assisting Organizations: Department of Accounting and General Services; News Media; KHET-TV, Department of Commerce and Consumer Affairs
Time Frame: 1987 - 1989

L.2.9. Implementing Action: That the Department of Education provide students, teachers, administrators and program planners with instructional support systems such as microcomputers which are needed to facilitate effective instruction and management.

Implementing Organization: Department of Education
Assisting Organizations: Electronic Data Processing Division, Department of Budget and Finance; Private Industry
Time Frame: 1985 - 1989

L.2.10. Implementing Action: That the Board of Education and Department of Education encourage increased use of school and library facilities for before- and after-school activities.

Implementing Organization: Department of Education
Assisting Organizations: Friends of the Library; Department of Social Services and Housing; Department of Labor and Industrial Relations; College of Education, University of Hawaii
Time Frame: 1985 - 1987

L.2.11. Implementing Action: That the Department of Education continue to evaluate academic requirements in teacher education and certification to ensure the competencies of persons entering the teaching profession.

Implementing Organizations: Department of Education; College of Education, University of Hawaii
Time Frame: Ongoing

L.2.12. Implementing Action: That the Department of Education examine the feasibility of providing incentives to attract talented persons to the teaching profession, particularly in areas of critical shortage.

Implementing Organization: Department of Education
Time Frame: 1985 - 1989

L.2.13. Implementing Action: That the Department of Education promote and facilitate the role of the principal as the instructional leader and chief administrative officer of the school, including, but not limited to, providing principals with a greater role in school budgeting, staffing, curriculum, evaluation, and community relations.

Implementing Organization: Department of Education
Time Frame: 1985 - 1989

L.2.14. Implementing Action: That the Department of Education raise the standards for recruiting, training, and monitoring principals.

Implementing Organization: Department of Education
Time Frame: 1985 - 1989

L.2.15 Implementing Action: That the Department of Education ensure that all educational facilities under its control are maintained in a condition that enhances students' learning and provides for the safety, and health of all students.

Implementing Organizations: Department of Education; Department of Accounting and General Services
Time Frame: 1985 - 1987

L.2.16. Implementing Action: That the Department of Education evaluate and make such recommendations as deemed necessary with respect to the vitality of the adult education program.

Implementing Organization: Department of Education
Assisting Organization: State Advisory Council for Adult Education
Time Frame: 1985 - 1989

L.2.17. Implementing Action: That the Department of Education and appropriate collective bargaining units examine the feasibility of linking salaries, promotion (career ladders), tenure, and retention to an effective evaluation system.

Implementing Organization: Department of Education
Assisting Organization: Collective Bargaining Units
Time Frame: 1985 - 1989

M. Assuring Public Safety and Protection of Life and Property

One of the basic human rights recognized by the founders of this nation is the pursuit of happiness. But, happiness cannot be achieved in an atmosphere of fear or when theft and destruction of property are frequent. Certainly, fear of bodily harm in schools and libraries contributes

neither to happiness nor the educational process. Another reason for protecting life and property involves the increasing costs to taxpayers.

M.1. State Policies, State Priority Guidelines, Board of Education Concerns, and/or State Education Functional Plan Advisory Committee Concerns

M.1.1. Assurance of public safety and adequate protection of life and property for all people.

M.1.2. Support law enforcement programs aimed at curtailing criminal activities.

M.1.3. Promotion of a sense of community responsibility for the welfare and safety of Hawaii's people.

M.1.4. Support law enforcement activities that provide a safer environment for both visitors and residents alike.

M.1.5. Provide a safe and secure environment for schools and libraries.

M.1.6. Decrease school violence and vandalism.

M.2. Recommended Implementing Actions

M.2.1. Implementing Action: That the Department of Education emphasize programs to provide a safe and secure environment.

Implementing Organization: Department of Education
Assisting Organizations: County Police and Fire Departments; Hawaii State Teachers Association; Department of Accounting and General Services; Department of Social Services and Housing; Courts; Hawaii Crime Commission
Time Frame: Ongoing

M.2.2. Implementing Action: That the Department of Education maintain a program for safety and security which coordinates varied efforts, provides for accurate data collection and use, identifies promising practices and their dissemination, and suggests further implementation of preventive and treatment programs and services.

Implementing Organization: Department of Education
Time Frame: 1985 - 1987

M.2.3. Implementing Action: That the Department of Education emphasize programs to help students develop a positive self-concept, to get along better with others, and to adjust to school as expressed in the Counseling Program.

Implementing Organization: Department of Education

Time Frame: 1985 - 1989

M.2.4. Implementing Action: That the Department of Education maintain firm, explicit, and demanding requirements for school discipline.

Implementing Organization: Department of Education
Time Frame: 1985 - 1987

N. Providing Equal Employment Opportunities

It is unlawful for an employer to refuse to hire or employ, or to bar or discharge from employment any individual because of race, sex, age, religion, color, ancestry, physical handicap, marital status, or arrest and court record. Moreover, it is right and just to provide equal employment opportunities.

N.1. State Policies, State Priority Guidelines, Board of Education Concerns, and/or State Education Functional Plan Advisory Committee Concerns

N.1.1. Provide equal employment opportunities for all segments of Hawaii's population through affirmative action and anti-discrimination measures.

N.2. Recommended Implementing Action

N.2.1. Implementing Action: That the Department of Education continue to implement its Affirmative Action Program which takes steps to eliminate barriers to employment and advancement of qualified individuals and review the results periodically.

Implementing Organization: Department of Education
Assisting Organization: Office of Affirmative Action, Office of the Governor
Time Frame: Ongoing